UNIVERSITY OF CALGARY

Erin Spring

EDUC 435: Literacy, Language and Culture (Elementary Focus) Fall 2025

LAND ACKNOWLEDGEMENT: The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Class Dates: September 2 - December 5, 2025
Truth and Reconciliation Day: September 30, 2025
Term Break: November 10 – 14, 2025
Field Experience I: October 6 - 17, 2025

Office Hours: By appointment

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION

This course examines definitions of literacy and how children and youth develop as literate beings. Students will focus on the role of teachers in supporting meaningful engagement with reading, writing, speaking and listening in ways that are attuned to developmental appropriateness, linguistic and cultural diversity, and content area learning.

EXTENDED COURSE DESCRIPTION

This course will help teacher candidates develop a critical awareness of the foundational elements of K – 6 students' literate development. The course will cover the six strands of the English Language Arts (reading & writing, listening & speaking, viewing & representing) – attending to skills associated with these areas, as well as affective and critical areas of literacy development such as motivation, engagement, and cultural factors. Students will have the opportunity to engage deeply with children's

literature and with classroom instructional strategies through class engagements and personal observation and analysis in K–6 teaching contexts.

COURSE OUTCOMES

Through participation in Literacy, Language and Culture, students will:

1. Develop a foundational understanding of socio-cultural approaches to literacy and language
2. Engage with the complexities of language and literacy teaching and learning and consider their relationship to identity, culture and technology
3. Analyze the lived realities of literacy across the curriculum through reflecting on field experiences
4. Describe aspects of the interplay between the six strands of the English Language Arts and factors such as motivation, engagement, and affect
5. Evaluate contemporary programs and approaches to literacy
6. Interact with an array of children's literature and make thoughtful choices regarding literature use in the classroom

COURSE DESIGN AND DELIVERY:

This course will be delivered face-to-face on campus with possible engagement in a D2L environment. Students will require access to a computing device that contains current software and hardware capable of running D2L. If you do not own a personal device, there are computers available for student use in the Doucette library and the Taylor Family Digital Library.

READINGS:

Readings for this class are below, will additional ones assigned by the individual instructor. The readings for the Working Groups are available online through UCalgary Library Database (when this isn't the case, a link or pdf in D2L will be provided). Students are encouraged to download needed articles at the beginning of the course and alert their instructor if any links have broken since the creation of this outline. Instructors may assign readings from the list below.

Course Texts (Required):

See pages 13-17 for your Working Group's readings

Lynch, J., Ferguson, K., Winch, G., Johnston, R., March, P., Ljungdahl, L.D., Holliday, M. (2017). *Literacy: Reading, Writing, and Children's Literature,* Canadian Edition. Oxford University Press. BookShelf

Mallett, M. (2019). *Choosing and using fiction and non-fiction 3-11: A comprehensive guide for teachers and student teachers*. Routlege. Free online access to the digital text through UCalgary library: https://www-taylorfrancis.com. ezproxy.lib.ucalgary.ca/books/edit/ 10.4324/9781315144559/choosing-using-fiction-non-fiction-3-11-margaret-mallett

Course Texts (Optional):

Tompkins, G. (2013). *50 literacy strategies: Step-by-step*, 4th edition. Pearson.
      Doucette library has 2 hard copies of this text for in-library use. BookShelf ; RedShelf

Instructors may supply additional readings on a regular basis. These readings allow them to customize their instruction to the needs of the class.

WEEKLY COURSE SCHEDULE:

Date	Main Topics	Readings and Class Tasks	Due Dates / Key Course Tasks
Week 1 Sept. 2 – Sept. 5	- Introduction to EDUC 435 and Balanced Literacy - Working Group Article A	**Class Activities:** - Course Introduction - Introduction to terminology in the field of language, literacy, and culture - Creation of LT01 groups - Overview and Preparation for LT01 - Other activities as determined by instructor **Class Discussion Reading:** Lynch, et al. (2017), Introduction and Cpt. 1	**Tuesday –** Course Introduction **Thursday –** **LT01:** Working Group Practice Discussion: - All group members read Article A before class and come to class prepared to discuss it with their group. - Assign facilitation order for future working group meetings
Week 2 Sept. 8 – Sept. 12	- Children's Literature - Working Group Article B	**Class Activities:** - Activities as determined by instructor **Class Discussion Readings:** Lynch, et al. (2017), Cpt. 6 and Mallett (2019), Cpt. 3	**Tuesday –** Students will read the assigned class readings and be prepared to discuss the week's topic in the class. **Thursday –** **LT01:** Working Group Book Talk and Discussion: Facilitator #1 / 45 Minutes - LT01 Steps: - Group members will have read Article B prior to class - Facilitator #1 does Book Talk and moderates discussion for Article B in class - After Facilitation Group Members post brief reflection (150 words) on Article and Discussion in D2L by Friday, Sept. 12, 23:59. - Facilitator #1 Report Due by Monday, Sept. 15, 23:59

Week 3
Sept. 15 – Sept. 19
	- Oral Language as Foundation for Literacy
	
	- Working Group Article C
		Class Activities:
		- Activities as determined by instructor
		
		Class Discussion Readings:
		   Lynch, et al. (2017), Cpt. 2
			Tuesday –
			
			Students will read the assigned class readings and be prepared to discuss the week's topic in class.
			
			Thursday –
			
			LT01: Working Group Book Talk and Discussion: Facilitator #2 / 45 Minutes
			 - As per previous week:
			   - Facilitator #2 / Article C
			   - Group Member Reflection Due by Friday, Sept. 19, 23:59.
			   - Facilitator #2 Report Due by Monday, Sept. 22, 23:59

Week 4
Sept. 22 – Sept. 26
	- Word Recognition
	
	- Working Group Article D
		Class Activities:
		- Activities as determined by instructor
		- Introduction and preparation for LT02
		
		Class Discussion Reading:
		   Lynch, et al. (2017), Cpt. 3
			Tuesday –
			
			Students will read the assigned class readings and be prepared to discuss the week's topic in class.
			
			Thursday –
			
			LT01: Working Group Book Talk and Discussion: Facilitator #3 / 45 Minutes
			 - As per previous week:
			   - Facilitator #3 / Article D
			   - Group Member Reflection Due by Friday, Sept. 26, 23:59.
			   - Facilitator #3 Report Due by Monday, Sept. 29, 23:59

Week 5
Sept. 29 - Oct. 3
	- No Class Tuesday Sept. 30
	
	- Comprehen-sion Instruction
	
	- Working Group Article E
		Class Activities:
		- Activities as determined by instructor
		
		Class Discussion Reading:
		   Lynch, et al. (2017), Cpt. 4
			Thursday –
			
			LT01: Working Group Book Talk and Discussion: Facilitator #4 / 45 Minutes
			 - As per previous week:
			   - Facilitator #4 / Article E
			   - Group Member Reflection Due by Friday, Oct. 3, 23:59.
			   - Facilitator #4 Report Due by Monday, Oct. 6, 23:59

Weeks 6 – 7 Semester I Field Experience (Data Collection for LT02) October 6-17			

Week 8 Oct. 20 – Oct. 24	Writing Instruction	**Class Activities:** - In class work on LT02 - Activities as determined by instructor **Class Discussion Reading:** Lynch, et al. (2017), Cpt. 5	**Tuesday –** Students will bring data for LT02 to class for an in-class workshop on data analysis. **Thursday –** Students will read the assigned class readings and be prepared to discuss the week's topic in class.
Week 9 Oct. 27 – Oct. 31	Word Work	**Class Activities:** - Activities as determined by instructor **Class Discussion Reading:** Lynch, et al. (2017), Cpt. 11	**Tuesday / Thursday –** Students will read the assigned class readings and discuss the week's topic in class
Week 10 Nov. 3 – Nov. 7	Assessment	**Class Activities:** - LT03 Introduction, group forming, and initial planning - Activities as determined by instructor **Class Discussion Reading:** Lynch, et al. (2017), Cpt. 12	**Tuesday / Thursday –** Students will read the assigned class readings and be prepared to discuss the week's topic in class **LT02: Observation of Practice Paper -** Due Monday, Nov. 3, 23:59 in D2L Dropbox
**Term Break** November 10 - 14		
Week 11 Nov. 17 – Nov. 21	Viewing and Representing	**Class Activities:** - Activities as determined by instructor **Class Discussion Reading:** Lynch, et al. (2017), Cpt. 13	**Tuesday / Thursday** Students will read the assigned class readings and be prepared to discuss the week's topic in class
Week 12 Nov. 24 – Nov. 28	New and Critical Literacies	**Class Activities:** - Activities as determined by instructor - Work on LT03 **Class Discussion Reading:** Lynch, et al. (2017), Cpt. 14	**Tuesday –** Students will read the assigned class readings and be prepared to discuss the week's topic in class **Thursday –** In class preparation for LT03

Week 13 Dec.1 – Dec. 5		**Class Activities:** - Work on and Do LT03	**Tuesday –** In class preparation for LT03 **Thursday –** Literacy Teaching Strategies Show-And-Do-Case! **LT 03: Literacy Teaching Strategy Show-And-Do-Case!** - Due: Thursday Dec. 4: Handout before class to D2L Discussion Topic / Activity in class

CHANGES TO SCHEDULE:

Please note that changes to readings and the schedule may occur in response to student questions and conversations.

LEARNING TASKS OVERVIEW:

There are 3 required Learning Tasks for this course. Please note that all assignments are expected to be the original work of the student and students are not to employ generative AI (for example, ChatGPT).

LEARNING TASK NUMBER AND OUTCOMES	DESCRIPTION OF LEARNING TASK	PERCENTAGE OF FINAL GRADE

Learning Task 1
 	
Supports Learning Outcomes #: 1, 2, 4, 5 and 6
	Working Group Facilitator Book Talk and Discussion Report (Individual Mark)
	
	Group Member Reflections Due to Group D2L Discussion:
	    Article B - Sept. 12, 23:59 / Article C - Sept. 19, 23:59 / Article D - Sept. 26, 23:59 / Article E - Oct. 03, 23:59
	
	Facilitator Reports Due in D2L Dropbox:
	    Facilitator 1 - Sept. 15, 23:59 / Facilitator 2 - Sept. 22, 23:59 / Facilitator 3 - Sept. 29, 23:59 / Facilitator 4 - Oct. 06, 23:59
		30%

Learning Task 2 Supports Learning Outcomes #: 2, 3, and 4	Observations of Practice Paper (Individual Mark) Due: Monday, November 3, 23:59 in D2L Dropbox	40%
Learning Task 3 Supports Learning Outcomes #: 5 and 6	Literacy Teaching Strategies Show-And-Do-Case! (Group Mark) Due: Thurs., Dec. 4 - Handout before class to Class D2L Discussion Topic / Activity in class	30%

Learning Task 1: Working Group Facilitator Book Talk and Discussion Report
(Individual - 30%)

Due Dates: In the D2L Dropbox by 23:59 of: Facilitator #1: Sept. 15 / Facilitator #2: Sept. 22, /
Facilitator #3: Sept. 29 / Facilitator #4: Oct. 6,

Organization: In Week 1, Working Groups of 4 students will be formed for the topics found in the Working Group Reading Section (Pages 13-17) of this course outline. For Week 1 Thursday, students in the Working Group will individually read before class and then discuss Article A from their topic area during class time.

For weeks 2-5, groups are responsible for reading and discussing Articles B, C, D and E in their topic area, rotating the facilitation individually among group members during these weeks. To enhance and ground the discussion in the topic area, the facilitator for each of these weeks will begin the session with a Book Talk closely connected to the Working Group topic area. The Book Talk and discussion in class will last approximately 45 minutes.

Group Member Participation: For each discussion, group members are responsible for ensuring they are prepared for the discussion and engaged with the group during the discussion. After the discussion of Articles B, C, D and E, group members are also responsible for submitting a final 150 word reflection by 23:59 the Friday after the discussion to their D2L Group Discussion Topic. This reflection should consider:

- A commentary on how the discussion has influenced your thinking on the topic
- A commentary on connections made between
a) this week's group reading,
b) a class reading (ensure a new class reading each week as you make connections), and
c) your emerging knowledge of literacy and language learning.

Facilitation Day: On the week that you facilitate the group discussion (about 45 minutes), you are required to do the following:

a) Prepare a series of thoughtful and well-sequenced questions for discussion on your facilitation day. Please provide paper or digital copies of your questions to your group members at the start of your facilitation.
b) Select a piece of high quality children's literature that directly and closely relates to your Working Group's genre area, prepare a 2-minute long book talk pitched to children, and give the book talk at the start of your Working Group session. Please remember to record this book talk for your D2L Dropbox submission. At a minimum, be sure your Book Talk includes why you chose the book and what kind of reader might like the book. One websites that can provide guidance with children's book talks is https://www.weareteachers.com/what-is-a-book-talk/ .
c) After your Book Talk, begin your Working Group discussion. During the discussion make connections between the article and the themes and issues as presented in the class and working group readings to date.
d) Facilitate your group's discussion by ensuring that all members are invited to participate. Listen to how the group responds to the articles and to your questions - notice which questions seem to be most interesting. It may be helpful to make notes.
e) At the end of the discussion, summarize and draw together the group's ideas.

Follow-up Report: Your facilitation will be evaluated through your Book Talk video recording and follow-up report submitted to your D2L Dropbox on the Monday following the week of your facilitation. Create an 800-word (+/- 10%) report in which you summarize and explore the ideas raised in your group, as well as your own developing understandings on the topic. Please be as specific as possible, providing brief examples from your discussion that support your observations. Try to capture the tone and interests of your group's conversation. Provide a list of the questions in an appendix at the end of the report (not included in the word count).

LT01 Marking Rubric: Please See Pages 10

LEARNING TASK 2: Observations of Practice Paper (Individual - 40%)

DUE DATE: In D2L Dropbox Monday, November 3, by 23:59

For this learning task, you are asked to pursue a research question of your choice during Field I. The question will arise from your working group topic or a literacy teaching strategy discussed in class. The purpose of this inquiry is to articulate understandings based upon observations of practical learning situations in Field I. In so doing, you will synthesize the knowledge you have gained in class and in Field I. Your paper will be 1500 words (+/- 10%) formatted in APA 7.

Note: Your question must provide adequate scope for exploration and yet not be too "big" for the breadth of the assignment. If you have not decided exactly what you wish to explore you may construct more than one question prior to Field I, however this does mean that you would need to be collecting data related to each of your questions throughout Field I or until you have made a decision.

Please structure your paper with the headings below, using the descriptions below as guidance for each section:

Research Question: (approx. 1 page / 300 words)

Begin by posing a question that stems from your working group readings or literacy strategy readings. Provide the reasons why you think it is meaningful. Use literature from the class discussions and your working group / literacy strategy readings to support your rationale for posing this question.

Themes and Examples: (approx. 1 page each = 3 pages / 900 words)

Create about 3 thematic statements that respond to your question. Make connections between your statements and the course readings including both class readings and working group readings. Expand on these statements by providing evidence from your Field I observations.

Reflections and Implications: (approx. 1 page / 300 words)

Reflect in this section on your emerging understanding of the working group topic/literacy strategy based on your exploration of the question you posed and the implications for your own practice. Consider questions such as 'How do your themes confirm or challenge what you previously thought about language and literacy?' and 'What have you learned from your readings and exploration that will inform your teaching practice regarding language and literacy?'

LT02 Marking Rubric: Please See Page 11

LEARNING TASK 3: Literacy Teaching Strategies 'Show-And-Do-Case' (Group - 30%)

> **DUE DATE:** Handout before class to D2L Discussion Topic / Activity in class on December 4th.

For this learning task, you will be working in groups of 4 to closely examine a literacy instructional strategy and then share what you have learnt about that strategy with others in the class. This sharing is meant to bring the instructional strategy to life for others in the class through hands-on activities at Learning Stations around the classroom in a 'Show-And-Do Case' (An interactive, collaborative combination of a show and tell and showcase).

Each group will choose a different strategy from the list on Page 18. Once the strategy is chosen, the group will then create a 2-page handout to be shared with classmates as well as develop an interactive activity for other students to experience and learn about the strategy. This handout will be submitted before class to a class discussion post so all students can compile a booklet for use in future teaching practice.

The Show-And-Do-Case and accompanying handout will cover or include:
1. An overview and explanation of the strategy and some of its variations, elaborated with diagrams or graphics
2. Practical, hands-on engagement with the strategy at your Learning Station
3. A general how-to guide for teachers to use the strategy that considers aspects such as 'Why is it valuable?' and 'What curricular outcomes could be reached through its use?'
4. More focused consideration on its use such as 'When could a teacher use the strategy?' (e.g., Independent practice? Guided Instruction? Reading? Writing? Etc.), 'What grades would you use it in?', and 'What are some modifications for primary and intermediate grades?'
5. Critical reflections on the strategy such as 'How can the strategy be used to support diverse learners in elementary classrooms?' and 'What are some barriers, constraints and limitations to using the strategy?'
6. 3-5 references for additional resources

For this LT, you may use Lynch, et al. (2017) *Literacy: Reading, Writing, and Children's Literature* (applicable sections in chapters 7-9) and the resources listed in the section below (Page 19) titled 'LT03: Literacy - Additional Resources' to get started. You should also support your work with additional sources of information.

> **LT03 Marking Rubric:** Please See Page 12

EDUC 435 - LT01 Rubric - Working Group Facilitator Book Talk and Report - (Sept. 2025)

	A+ 100%	A+ 95-100	A 90-94%	A- 85-89%	B+ 80-84%	B 75-79%	B- 70-74%	C+ 65-69%	C 60-64%	C- 55-59%	D+ 52-54%	D 50-51%	F 0-49
Criteria 1 (20%) Book Talk	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Talk is very well aligned to Working Group topic area - Very thoughtful reflection on talk strengths - Very thoughtful reflection on aspects for further development	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Talk is well aligned to Working Group topic area - Thoughtful reflection on talk strengths - Thoughtful reflection on aspects for further development	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Talk is somewhat aligned to Working Group topic area - Some thoughtful reflection on talk strengths - Some thoughtful reflection on aspects for further development	Meets all Novice criteria and some Apprentice criteria	**Novice** - Talk is minimally aligned to Working Group topic area - Minimal reflection on talk strengths - Minimal reflection on aspects for further development	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (50%) Facilitation Report	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Very strong use of group observations to capture discussion - Very strong exploration of article ideas in relation to future teaching - Very strong evidence of facilitator's developing perspectives on the article topic	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Strong use of group observations to capture discussion - Strong exploration of article ideas in relation to future teaching - Strong evidence of facilitator's developing perspectives on the article topic	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Some use of group observations to capture discussion - Some exploration of article ideas in relation to future teaching - Some evidence of facilitator's developing perspectives on the article topic	Meets all Novice criteria and some Apprentice criteria	**Novice** - Limited use of group observations to capture discussion - Limited exploration of article ideas in relation to future teaching - Limited evidence of facilitator's developing perspectives on the article topic	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (10%) Discussion Questions	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Questions are very clear - Questions are very thought provoking - Questions very well connected to article - Questions very well sequenced	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Questions are clear - Questions are thought provoking - Questions well connected to article - Questions well sequenced	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Questions are somewhat clear - Questions provoke some thought - Questions somewhat connected to article - Questions show some sequencing	Meets all Novice criteria and some Apprentice criteria	**Novice** - Questions have limited clarity - Questions provoke limited thought - Questions minimally connected to article - Questions show limited sequencing	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 4 (20%) Organisation, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Submission is very clearly organised - Ideas are very clearly communicated - Submission fully adheres to all length and / or word count guidelines - There are few to no writing or proofing errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Submission is clearly organised - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and only to a minor extent - There are few writing or proofing errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Submission shows some organisation - Ideas are somewhat clearly communicated - Submission misses some length and / or word count guidelines or does so to a significant extent - Writing or proofing errors have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	**Novice** - Submission shows little organisation - Ideas are not communicated with overall clarity - Submission misses many length and / or word count guidelines or does so to a very significant extent - Writing or proofing errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

EDUC 435 - LT02 Rubric - Observation of Practice Paper - (Sept. 2025)

	A+ 100%	A+ 95-100	A 90-94%	A- 85-89%	B+ 80-84%	B 75-79%	B- 70-74%	C+ 65-69%	C 60-64%	C- 55-59%	D+ 52-54%	D 50-51%	F 0-49
Criteria 1 (20%) Research Question Formulation and Meaningfulness (RQ)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - RQ is very interesting and original - RQ relates very well to readings - RQ provides excellent scope for inquiry - RQ very clearly explained using highly relevant literature	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - RQ is interesting and original - RQ relates well to readings - RQ provides good scope for inquiry - RQ clearly explained using relevant literature	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - RQ is somewhat interesting and/or original - RQ relates somewhat to readings - RQ provides some scope for inquiry - RQ somewhat explained using relevant literature	Meets all Novice criteria and some Apprentice criteria	**Novice** -RQ is minimally interesting and/or original - RQ minimally relates to readings - RQ provides limited scope for inquiry - RQ minimally explained using some literature	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (40%) Thematic Statements (TS) and Examples	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Formulates 3-4 very relevant and insightful TS from the data - Makes very strong connections between TS and course readings - Provides very relevant and detailed examples from data to support the TS	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Formulates 3-4 relevant and insightful TS from the data - Makes strong connections between TS and course readings - Provides relevant and detailed examples from data to support the TS	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Formulates 3-4 relevant TS from the data - Makes some connections between TS and course readings - Provides some relevant and/or detailed examples from data to support the TS	Meets all Novice criteria and some Apprentice criteria	**Novice** - Formulates some TS from the data - Makes limited connections between TS and course readings - Provides minimal examples from data to support the TS	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (20%) Reflections and Implications	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Reflects very deeply on how learning confirms of challenges previously held notions - Provides very strong insights into how learning will inform future practice	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Reflects deeply on how learning confirms of challenges previously held notions - Provides strong insights into how learning will inform future practice	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Reflects somewhat on how learning confirms of challenges previously held notions - Provides some insights into how learning will inform future practice	Meets all Novice criteria and some Apprentice criteria	**Novice** - Minimally reflects on how learning confirms or challenges previously held notions - Provides limited insights into how learning will inform future practice	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 4 (20%) Organisation, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Submission is very clearly organised - Ideas are very clearly communicated - Submission fully adheres to all length and / or word count guidelines - There are few to no writing or proofing errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Submission is clearly organised - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and only to a minor extent - There are few writing or proofing errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Submission shows some organisation - Ideas are somewhat clearly communicated - Submission misses some length and / or word count guidelines or does so to a significant extent - Writing or proofing errors have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	**Novice** - Submission shows little organisation - Ideas are not communicated with overall clarity - Submission misses many length and / or word count guidelines or does so to a very significant extent - Writing or proofing errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

EDUC 435 - LT03 Rubric - Literacy Teaching Strategies Show-And-Do-Case! - (Sept. 2025)

	A+ 100%	A+ 95-100	A 90-94%	A- 85-89%	B+ 80-84%	B 75-79%	B- 70-74%	C+ 65-69%	C 60-64%	C- 55-59%	D+ 52-54%	D 50-51%	F 0-49
			Expert			**Practitioner**			**Apprentice**		**Novice**		
Criteria 1 (20%) Explanation of Literacy Strategy	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	- Strategy explanation fully considers instructional variations - Affordances such as "Why is the strategy valuable?" and "What curricular outcome(s) support the strategy?" have been deeply considered - High quality sources from beyond the course offer further reading on the strategy	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- Strategy explanation strongly considers instructional variations - Affordances such as "Why is the strategy valuable?" and "What curricular outcome(s) support the strategy?" have been well considered - Good quality sources from beyond the course offer further reading on the strategy	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Strategy explanation considers some instructional variations - Affordances such as "Why is the strategy valuable?" and "What curricular outcome(s) support the strategy?" have been somewhat considered - Some sources from beyond the course offer further reading on the strategy	Meets all Novice criteria and some Apprentice criteria	- Strategy explanation considers limited instructional variations - Affordances such as "Why is the strategy valuable?" and "What curricular outcome(s) support the strategy?" have been minimally considered - Few if any sources from beyond the course offer further reading on the strategy	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (20%) Classroom / Practical Applicability	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	- A very clear and concise visual "how-to" guide for teachers has been included - Classroom uses such as: grade levels, modifications for primary / intermediate grades, and optimal uses have been very well highlighted	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- A clear and concise visual "how-to" guide for teachers has been included - Classroom uses such as: grade levels, modifications for primary / intermediate grades, and optimal uses have been well highlighted	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- A somewhat clear visual "how-to" guide for teachers has been included - Classroom uses such as: grade levels, modifications for primary / intermediate grades, and optimal uses have been somewhat highlighted	Meets all Novice criteria and some Apprentice criteria	- A limited visual "how-to" guide for teachers has been included - Classroom uses such as: grade levels, modifications for primary / intermediate grades, and optimal uses have been noted	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (20%) Critical Reflection and Student Needs	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	-Ways that the strategy can be used to support diverse learners has been deeply considered - Barriers, constraints, and limitations of the strategy have been deeply considered	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- Ways that the strategy can be used to support diverse learners has been well considered - Barriers, constraints, and limitations of the strategy have been well considered	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Ways that the strategy can be used to support diverse learners has been somewhat considered - Barriers, constraints, and limitations of the strategy have been somewhat considered	Meets all Novice criteria and some Apprentice criteria	- Ways that the strategy can be used to support diverse learners has been minimally considered - Barriers, constraints, and / or limitations of the strategy have been minimally considered	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 4 (20%) In Class Presentation	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	- Showcase is very interactive - Audience interest and understanding is very well maintained	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- Showcase is interactive - Audience interest and understanding is well maintained	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Showcase is somewhat interactive - Audience interest and understanding is somewhat maintained	Meets all Novice criteria and some Apprentice criteria	- Showcase is minimally interactive - Audience interest and / or understanding is minimally maintained	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 5 (20%) Handout Organisation, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	- Handout is very clearly organised and understandable - Graphics very clearly illustrate the strategy - Handout is very well written in teacher-friendly language - There are few to no writing or proofing errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- Handout is clearly organised and understandable - Graphics clearly illustrate the strategy - Handout is well written in teacher-friendly language - There are few writing or proofing errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Handout is somewhat organised and understandable - Graphics somewhat illustrate the strategy - Handout is generally written in teacher-friendly language - Writing or proofing errors have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	- Handout is minimally organised and understandable - Graphics minimally illustrate the strategy - Handout has minimal teacher-friendly language - Writing or proofing errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

Working Group Readings:

Picture Books

Article A	Mallett, M. (2020). Chapter 4: Picturebooks. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 24-47). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-4/picturebooks-margaret-mallett-prue-goodwin-david-mallett
Article B	Nikolajeva, M. (2013). Picture books and Emotional Literacy. *The Reading Teacher, 67*(4), 249–254. doi.org/10.1002/trtr.1229 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1229
Article C	McGuire, C., Belfatti, M., & Ghiso, M. (2008) "It Doesn't Say How?": Third Graders' Collaborative Sense-Making from Postmodern Picturebooks. In Postmodern Picturebooks (pp. 205–218). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203926970-20/doesn-say-third-graders-collaborative-sense-making-postmodern-picturebooks-caroline-mcguire-monica-belfatti-maria-ghiso
Article D	Arizpe, & Styles, M. (2003). Picturebooks and metaliteracy: Children talking about how they read pictures. In *Children Reading Pictures* (pp. 204–216). Routledge.; https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203005156-21/picturebooks-metaliteracy-children-talking-read-pictures
Article E	Daly, N. (2018). Linguistic Landscapes of Bilingual Picturebooks in the White Ravens Catalogue. *The New Review of Children's Literature and Librarianship, 24*(2), 97–113. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13614541.2018.1535780

Traditional Tales

Article A	Mallett, M. (2020). Chapter 5: Traditional Tales: Folk and Fairytales, Myths, Creation Stories, and Legends. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 48-75). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-5/traditional-tales-margaret-mallett-prue-goodwin-david-mallett
Article B	Lotherington, H., & Chow, S. (2006). Rewriting Goldilocks in the urban, multicultural elementary school. *The Reading Teacher*, 60, 244-252. 10.1598/RT.60.3.4 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.60.3.4
Article C	Karagiannaki, E., & Stamou, A. G. (2018). Bringing critical discourse analysis into the classroom: a critical language awareness project on fairy tales for young school children. *Language Awareness, 27*(3), 222–242. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09658416.2018.1444046
Article D	Sipe, R., L. (2008). First Graders Interpret David Wiesner's The Three Pigs: A Case Study. In Postmodern Picturebooks (pp. 235–249). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203926970-22/first-graders-interpret-david-wiesner-three-pigs-case-study-lawrence-sipe
Article E	Lenters, K. & Winters, K.-L. (2013). Fracturing Writing Spaces: Multimodal Storytelling Ignites Process Writing. *The Reading Teacher, 67*(3), 227–237. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.1210

Genre Fiction, Popular Culture Texts and Formats and Media

Article A	Mallett, M. (2020). Chapter 6: Genre Fiction, Popular Culture Texts and Formats and Media. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 76-105). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-6/genre-fiction-popular-culture-texts-formats-media-margaret-mallett-prue-goodwin-david-mallett
Article B	Dyson, A. (2018). From Superman Play to Singing the Blues: On the Trail of Child Writing and Popular Culture. *Language Arts, 96*(1), 37–46. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779031
Article C	Yoon, S., H. (2018). "The Imperial March" toward Early Literacy: Locating Popular Culture in a Kindergarten Classroom. *Language Arts, 95*(3), 171–181. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809954
Article D	Brownell, C. (2018). Creative Language Play(giarism) in the Elementary English Language Arts Classroom. *Language Arts, 95*(4), 218–228. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809961
Article E	Dallacqua, A. K. (2012). Exploring Literary Devices in Graphic Novels. *Language Arts, 89*(6), 365–378. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41804360

Longer Stories and Children's Novels

Article A	Mallett, M. (2020). Chapter 7: Longer Stories and Children's Novels an Introduction. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 106-108). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-7/longer-stories-children-novels-margaret-mallett-prue-goodwin-david-mallett Hintz, C. (2019). Children's Literature. Routledge. Introduction, pp. 1-6 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315618838
Article B	Martinez, M., & Roser, N. L. (2008). Writing to understand lengthy text: How first graders use response journals to support their understanding of a challenging chapter book. *Literacy Research and Instruction, 47*(3), 195–210. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/19388070802062781
Article C	McNair, J. C., & Brooks, W. M. (2012). Transitional chapter books: representations of African American girlhood. *The Reading Teacher, 65*(8), 567-577. 10.1002/TRTR.01084 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01084
Article D	Macy, L. (2004). A novel study through drama. *The Reading Teacher, 58*(3), 240–248. 10.1598/RT.58.3.2 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.58.3.2
Article E	Martinez, M., Harmon, J., Gonzales, J., & Wilburn, M. (2021). Teachers' decision-making about teaching novels in middle school. *Reading Psychology, 42*(8), 873–898. 10.1080/02702711.2021.1968087 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02702711.2021.1968087

Animal Stories

Article A	Mallett, M. (2020). Chapter 8: Animal Stories. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 110-114). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-8/animal-stories-margaret-mallett-prue-goodwin-david-mallett Hintz, C. (2019). Children's Literature. Routledge. Chapter 5, pp. 136-155. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315618838
Article B	Harde. R. (2021). "He called their namesakes, the animals, from each direction": Kinship and Animals in Indigenous Children's Literature. *Children's Literature Association Quarterly, 46*(3), 230–243. https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/840213
Article C	Le Guin, U. (2004). Cheek by jowl: animals in children's literature. *Children & Libraries, 2*(2), 20–30. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=14417241&site=ehost-live
Article D	Bruke, C. L. & Copenhaver, J. G. (2004). Animals as People in Children's Literature. *Language Arts, 81*(3), 205–213. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41483397
Article E	Cappiello, M. N., Dawes, E., & Enriquez, G. (2021, October 29). *Casting a critical eye on animals in children's books*. Lesley University. https://lesley.edu/news/casting-a-critical-eye-on-animals-in-childrens-books

Historical Fiction

Article A	Mallett, M. (2020). Chapter 10: Historical Fiction: Historical Novels. Time-Slips and War Stories. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 127-130). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-10/historical-fiction-margaret-mallett-prue-goodwin-david-mallett
Article B	McTigue, E., Thornton, E., & Wiese, P. (2013). Authentication Projects For Historical Fiction: Do You Believe It? *The Reading Teacher, 66*(6), https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.1132
Article C	Bell, K. (2017). Behind the Blackout Curtains: Female Focalization of Atlantic Canada in the Dear Canada Series of Historical Fiction. *Children's Literature in Education, 49*(2), 161–179. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10583-017-9315-9
Article D	Parlevliet, S. (2016). Is that us?: Dealing with the "Black" Pages of History in Historical Fiction for Children (1996–2010). *Children's Literature in Education, 47*(4), 343–356. https://doi.org/10.1007/s10583-015-9270-2
Article E	Youngs, S. (2012). Understanding History through the Visual Images in Historical Fiction. *Language Arts, 89*(6), 379–395. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41804361

Fantasy Stories and Novels

Article A	Mallett, M. (2020). Chapter 11: Fantasy Stories and Novels. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 133-142). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-11/fantasy-stories-novels-margaret-mallett-prue-goodwin-david-mallett
Article B	Webb, Zhbanova, K. S., & Rule, A. C. (2019). An investigation of whether fantasy books, compared to same topic nonfiction, promote second graders' creativity. *Education 3-13*, *47*(1), 116–131. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03004279.2017.1409782
Article C	Coakley-Fields, M. R., (2019). Inclusive Talk: Weaving Fiction Discussions Across the School Day. *The Reading Teacher, 72*(6), https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1787
Article D	Scholes, L., Spina, N., & Comber, B. (2021). Disrupting the "boys don"t read' discourse: Primary school boys who love reading fiction. *British Educational Research Journal, 47*(1), 163–180. https://doi.org/10.1002/berj.3685
Article E	Hamilton, L., G., O'Halloran, I., & Cutting, N. (2021). Individual differences in narrative production in late childhood: Associations with age and fiction reading experience. *First Language, 41*(2), 179–199. https://doi.org/10.1177/0142723720946553

Diverse Children's Literature

Article A	Mallett, M. (2020). Chapter 12: Reading in a Wider World. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 144-159). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-12/reading-wider-world-margaret-mallett-prue-goodwin-david-mallett
Article B	Burke, A., Snow, J. & Egan-Kiigemagi, C. (2019). Children's literature as a vehicle for Indigenous diversity awareness and inclusion in the classroom. *Education in the North, 26*(2), 66–81. https://www.abdn.ac.uk/education/research/eitn/journal/592
Article C	Forrester, K. & Saltman, J. (2016). Felt Knowledge in Michael Kusugak's Picture Books. *Bookbird, 54*(1), 10–17. 10.1353/bkb.2016.0002 https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/609652
Article D	Ryan, C. L. (2021). Reading the K-8 Rainbow: A Virtual, LGBTQ-Inclusive Children's Literature Book Club for Elementary and Middle School Teachers. *Journal of Children's Literature, 47*(1), 145–148. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=149982988&site=ehost-live
Article E	Enriquez, G., Cunningham, K. E., Dawes, E. T., Gilberto, L. P., & Jiménez, L. M. (2019). Family Stories and Diverse Children's Literature. *Language Arts, 97*(1), 42–50. https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v97-1/30237 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26787639

Poetry

Article A	Mallett, M. (2020). Chapter 16: Poems Playing With Language: Nursery Rhymes and Action Rhymes, Nonsense Verse and Limericks, Riddles and Proverbs and Rhyming Stories. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 210-219). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-16/poems-playing-language-margaret-mallett-prue-goodwin-david-mallett Mallett, M. (2020). Chapter 18: Story or Narrative Poems, Classic Poems and Poems from Different Cultures and Traditions. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 226-236). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-18/story-narrative-poems-classic-poems-poems-different-cultures-traditions-margaret-mallett-prue-goodwin-david-mallett
Article B	Certo, J. L., Apol, L., Wibbens, E., & Hawkins, L. K. (2012). Living the poet's life: Using an aesthetic approach to poetry to enhance preservice teachers' poetry experiences and dispositions. *English Education, 44*(2), 102–146. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/23238751
Article C	Concannon-Gibney, T. (2019). Immersing First Graders in Poetry: A Genre Study Approach. *The Reading Teacher, 72*(4), 431–443. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1728
Article D	Certo, J. L. (2004). Cold plums and the old men in the water: Let children read and write "great" poetry. *The Reading Teacher, 58*(3), 266–271. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.58.3.4
Article E	Christianakis, M. (2011). Hybrid Texts: Fifth Graders, Rap Music, and Writing. *Urban Education, 46*(5), 1131–1168. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0042085911400326

Recounts

Article A	Mallett, M. (2020). Chapter 26: Recounts: Young Researchers Read and Write Chronologically Ordered Accounts. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers.* (pp. 286-309). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-26/recounts-margaret-mallett-prue-goodwin-david-mallett
Article B	Gibney, T. (2012). Teaching Memoir in the Elementary School Classroom: A Genre Study Approach. *The Reading Teacher, 66*(3), 243–253. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01108
Article C	Moore-Hart, M. A. (2005). A Writers' Camp in Action: A Community of Readers and Writers. *The Reading Teacher, 59*(4), 326–338. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.59.4.3
Article D	Wissinger, D. R., De La Paz, S., & Jackson, C. (2021). The effects of historical reading and writing strategy instruction with fourth- through sixth-grade students. *Journal of Educational Psychology, 113*(1), 49–67. https://ezproxy.lib.ucalgary.ca/login?url=https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004760-202101000-00004&D=ovft
Article E	Wallace, C. S. & Coffey, D. J. (2019). Investigating Elementary Preservice Teachers' Designs for Integrated Science/Literacy Instruction Highlighting Similar Cognitive Processes. *Journal of Science Teacher Education, 30*(5), 507–527. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/1046560X.2019.1587569

LT03: Literacy - Pedagogical Strategies

1. Storied Play (e.g., Lipp (2022): Loose Parts Play and Literacy; e.g., MacKay (2017): Story Workshop; e.g., Lee (2015, 2022): Helicopter stories; Flewitt et al. (2016): Storytelling and story acting)

2. Visualizing (e.g., Tompkins (2013): Sketch-to-Stretch; Open-Mind Portraits)

3. Modelled Reading (e.g., Tompkins (2013): Story Retelling;)

4. Modelled Writing (e.g., Tompkins (2013): Language Experience Approach, Mini-Lessons, Alphabet Books, Making Words, Story Boards, Word Walls, Word Sorts)

5. Shared Reading (e.g., Tompkins (2013): Interactive Read-Alouds, Readers Theatre)

6. Shared Writing (e.g., Tompkins (2013): Collaborative Books, Language Experience Approach, Interactive Writing; Boyd & Janicki-Gechoff (2019): Writers Theatre)

7. Guided Reading (e.g., Tompkins (2013): Guided Reading)

8. Guided Writing (e.g., Tompkins (2013): Prereading Plan, Mini-Lessons)

9. Independent Reading (e.g., Tompkins (2013): SSR, Book Clubs & Lit Circles, Book Talks, Reading Conferences)

10. Independent Writing (e.g., Tompkins (2013): Writing Conferences, Revising Groups, Quick Writes)

11. Responding to Literature (e.g., Tompkins (2013): Gallery Walks, Quilting, Sketch-to-Stretch, SQ4R)

12. Using Informational Texts (e.g., Tompkins (2013): All About Books, Anticipation Guides, Clusters, Cubing, K-W-L, Possible Sentences, Tea Party)

LT03: Literacy - Additional Resources

Boyd, M.P. & Janicki-Gechoff, E. (2019). "Seeing with poet's eyes": Dialogic valuing of the local, the everyday and the personal. *Language & Education* 34(1), 1-21. DOI: 10.1080/09500782.2019.1684939
https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09500782.2019.1684939

Flewitt, R., Cremin, T., & Mardell, B. (2016). Paley's approach to storytelling and story acting. In T. Cremin & R. Flewitt (Eds.*), Storytelling in early childhood: Enriching language, literacy and classroom culture*, chapter 2. Routledge. DOI: 10.4324/9781315679426
https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315679426-9/paley-approach-storytelling-story-acting-research-practice-rosie-flewitt-teresa-cremin-ben-mardell

Lee, T. (2022). *The growth of a storyteller: Helicopter stories in action*. Routledge. DOI: https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003161400

Lee, T. (2015). *Princesses, dragons and helicopter stories.* Routledge. DOI: https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315756967

Lipp, M. (2022). Loose Parts Play and Literacy. https://www.fantasticfunandlearning.com/loose-parts-play-and-literacy.html

MacKay, S.H. (2017. Story Workshop (video). https://opalschool.org/story-workshop-a-confluence-of-meaning-making-play-and-the-arts/

Tompkins, G. (2013). *50 literacy strategies: Step-by-step*, 4th edition. Pearson

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date. Late assignments not discussed prior to the due date will receive a zero grade.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs (or designate) with accompanying written evidence. https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Note: A+ is a rare and exceptional grade to be given *at the instructor's discretion* to the works of excellence and the highest quality.

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

Academic Accommodation
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations .

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing,

to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846

Research Ethics
Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board (https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb) or the Conjoint Health Research Ethics Board (https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.
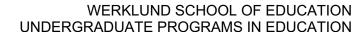
Freedom of Information and Protection of Privacy
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/legal-services/access-information-privacy

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy.

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

Other Important Information

Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the academic year is Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.